

REMARKS

Claims 8-12, 15-19, 21 and 22 were pending in this application. Claim 8 has been allowed. Claims 9, 10, and 22 have been amended. Claims 11 and 12 have been canceled. Claim 23 has been added. No new matter has been added.

ARGUMENTS

Claim 9 is not obvious in view of the cited art because Manger fails to disclose, teach or suggest a set of raised letters. Manger discloses a toy to teach children “to memorize the shape of a letter-shaped object and a printed representation of the letter, and associate the two” (Manger, col. 1, lines 5-9). Manger discloses (see Figs. 6 and 7) a page 12 having a representation 36 of a letter printed on the page and a Velcro strip 34 associated with each representation 36. A letter 30 also has a mating strip 32 of Velcro. A child matches a letter 30 with the printed representation 36 and, when the letter 30 is correctly matched with the printed representation 36 on the page 12, the two mating Velcro strips 32, 24 are connected and the letter 30 adheres to the page 12 over the printed representation 36. Manger does not disclose raised letters as stated by the Examiner; rather, Manger shows a flat, non-raised page to which letter blocks can be attached. Claim 9 as amended, in element c.iii), reflects that the raised letters are part of the page.

Manger is not intended as a tool for reading, it is only a shape recognition tool which is generally considered to be pre-reading and a different tool than the present invention. The present invention functions to show letters in the context of reading entire words and provides, importantly, context and meaning, a key concept in teaching learning challenged students. It would not have been obvious to adapt Manger in view of the other cited references to form the present invention as Manger addresses a different learning development level (pre-school). Adopting the separate letter plus printed representations of Manger into the present invention would mean having removable letters and punctuation symbols which a reader would place on top of flat printed representations of letters on Applicant's pages, which would defeat, in part, at least one goal of the present invention, namely, the recognition of words by multisensory recognition and contextual application. Therefore, the cited combination of references does not render obvious the apparatus as claimed in Claim 9 as amended.

Claim 11 has been canceled and the substance has been incorporated into Claim 10. Claim 12 has been canceled and new Claim 23 is similar to Claim 12, but has been reworded to more clearly point out the claimed subject matter. Claims 10 is not obvious over the cited combination of references as the references do not disclose the eye marker structure as presently claimed. The Examiner has withdrawn the Stewart reference in the combination rejection and indicated that it would have been obvious to one with ordinary skill in the art to have invented the claimed movable eye marker structure by looking at a child's finger. Applicant respectfully submits that the eye marker structure and arrangement as presented in Claim 10 could not easily be derived from looking at a human finger.

As to Claim 23, the Examiner has not cited any art which provides for the combination of the punctuation symbols, pause symbols and sets of pause markers to teach the claimed combination. The Examiner's statement that "It is well known to one of ordinary skill in the art that punctuation marks are symbols that indicate the structure and organization of writing, as well as intonation and pauses to be observed when reading it allowed" is taken as a given. However, dyslexic students are not ordinary and they often do not understand or correlate the pause or intonation that non-dyslexic students understand. It is a central concept in the present invention that dyslexic students need a set of visual and touchable/tactile tools to explain and reinforce the pause concept. The pause indication symbol (see Fig. 4, part 34—structural graphic image region) is associated with the pause markers (part 86—stop block symbol) and the punctuation symbol (part 40—raised large symbol display). The pause marker can be a raised shape, e.g., rectangle, and the number of pause markers in a set indicates how long a pause should be for that particular punctuation symbol in ordinary speech. For example, a comma punctuation symbol has a shorter pause associated with it than a period. So, a comma may have, say, two pause marker rectangles in a set, whereas a period may have four pause markers in a set. As the student moves the eye marker across the page and encounters a comma punctuation symbol, the eye marker draws the student's focus to the visual pause indication symbol (which may be, for example, a three dimensional stop sign-shaped image, indicating for the reader to stop) and also the two raised pause marker rectangles, the reader moves his or her fingers over the raised rectangles to tactiley feel and sense the markers as well as the raised comma symbol. The combination of visual and tactile devices present the multisensory approach that improves the dyslexic student's

ability to understand the concept of a comma or period and what it means, something which the non-dyslexic student inherently already knows.

Accordingly, the claimed combination is not obvious over the cited references and the ordinary level of skill in the art.

Regarding Claims 15-19, the Section 112 rejections in the prior Office Action have been remedied and the Examiner has not maintained those rejections. The Examiner rejects Claims 15-19 under Section 103 and states that the limitations have been discussed in the present and prior Office Action, however, the Examiner has made no detailed rejection of Claims 15-19 in either Office Action and has not pointed out the limitations that are disclosed in the prior art. Therefore, Applicant respectfully requests that the specific grounds for rejection of these claims be provided in a new nonfinal Office Action or the claims be allowed.

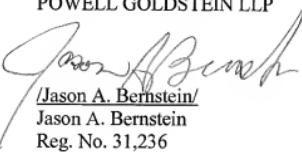
Regarding Claim 21, the Examiner has not cited any art regarding the eye marker's structure.

Regarding Claim 22, the claim has been amended to more clearly point out the punctuation symbols, pause symbols and pause markers of the present invention. As such, the claimed combination is not obvious in view of the cited combination of references.

CONCLUSION

Applicant submits that the patent application is in condition for allowance and respectfully requests such actions. If the Examiner has any questions that can be answered by telephone, please contact the undersigned attorney of record at the telephone number listed below.

Respectfully submitted,
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